

CONGRATULATIONS

The Executive Board of the I.C.I.R.I. wishes to announce that the Toronto Council for the Improvement of Reading Instruction has become the first group to form a Local Council affiliated with this organization. Their application for a charter, submitted in December, 1949, was approved effective January 1, 1950.

This fine group, 106 members strong, has been doing excellent work in organizing a practical program of demonstrations and discussion panels for aiding teachers of Reading in the Toronto area. The September and November issues of the "Bulletin" contained articles describing some of these activities for the benefit of I.C.I.R.I. members who are planning similar local meetings. Judging from the successes which our Canadian friends are experiencing, their program might well stand as a guide for the formation of other local council groups.

Our President, Dr. Nila Banton Smith, will present the I.C.I.R.I. charter to the Toronto Council during a regular meeting of their organization on March 27, 1950. At this time Dr. Smith is to be the guest speaker of the evening and will be personally extending a welcome to these workers in the field of reading instruction.

Meanwhile, to you in Toronto, may I, on behalf of the Executive Board and the I.C.I.R.I. members-at-large, extend our congratulations! Best wishes for a most successful 1950 in your program for the improvement of reading instruction in Canada.

The Executive Secretary

WHILE THE TEACHER'S BUSY

Ruth D. Tomlinson
Oak Lane Country Day School

Probably very often in the course of an elementary school day you, if you are at all like me, wish you were twins, or, better yet, quintuplets. There are so many times when you know that the number of children to whom you can give adequate instruction at once is limited, and yet in most classrooms there are a lot of children and only one teacher. What about the other children? Must they just waste time while their teacher is teaching a small group? No, not at all. Many very important learnings and activities can take place and are best performed when children are working alone, carrying out a job or project on their own.

"If I left twenty-two youngsters alone I'd get bedlam", you might say. I used to think so too. But I have found that you need not get bedlam if the children are doing something that is interesting, has a purpose, is something they can work at independently, or with a minimum of assistance, and is suitable to their physical make-up. To provide such activities or encourage the children to create them often takes hours of preparation on the part of the teacher. This is true, not because the teacher lacks imagination or understanding of the children's needs, but because she must carefully consider the time that will be available, the maturity and attention span of the various groups, and individual needs and interests. She has, also, the task of assembling any materials that may be necessary.

In my first grade work, I have found two points which, to me, seem to be the most important to keep in mind when helping children work independently.

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I.C.I.R.I. Bulletin

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INTERNATIONAL COUNCIL
FOR THE IMPROVEMENT OF READING INSTRUCTION

Wednesday, March 1, 1:00 - 2:30 P.M.
Room: Venetian Room - Ambassador Hotel

Topic: Differentiated Instruction
in Reading

Presiding - President Nila Banton
Smith

Address: Approaches to Differentiated
Guidance in Reading—Emmett A. Betts,
Professor of Psychology and Director of
the Reading Clinic, Temple University,
Philadelphia, Penna.

Panel Discussion: Meeting the
Problems of Differentiated Instruction
in Reading—William S. Gray, Professor
of Education, University of Chicago,
Ill.; Walter W. Cook, Professor of
Education, University of Minnesota,
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Professor of Education, University of
Pittsburgh, Penna.; Sallie Kate Mims,
Elementary Supervisor, Parker School
District, Greenville, S.C.; Arthur
I. Gates, Teacher's College, Columbia
University.

A N N O U N C E M E N T

With the forming of the first Local
Council group, announced on page 1 of
this bulletin, it is felt that an ed-
itorial policy for welcoming such
organizations into the I.C.I.R.I. should
be established.

In the future, as each group is
chartered, a congratulatory message
from the Executive Secretary will be
published in the Bulletin. Also, for
the benefit of those groups which are
in a nebulous stage of development and
who wish to correspond with these
councils for help and suggestions, a
list of the Local Council groups already
formed will be included on the last
page of each bulletin published, be-
ginning with the present issue. A
complete list of the officers of these
groups may be secured by writing to
the Secretary of the organization, or
to the Executive Secretary of the
I.C.I.R.I.

The Editor

III
I.C.I.R.I. Bulletin
Vol. II, No. 3

USING READING LEVELS
IN THE CONTENT AREAS

"Of course I don't expect every child in my class to be able to profit from instruction from the same basal reader. There is a wide range of reading achievement in the class. Some of my children are reading primers and some are getting along well in fourth readers. It would be foolish to hand them all the same book."

This type response might be expected from almost any modern teacher. Emphasis has been placed on individual differences in reading ability. Teachers undoubtedly recognize these differences and attempt to meet the needs of their pupils by grouping them according to reading levels for basic reading instruction.

What happens during the history lesson in these same classrooms? Does the teacher still realize the range of reading achievement? Do the children have material suited to their reading levels or are they all using the same history book? Unfortunately it is true that in many classrooms differentiating in terms of reading levels is carried on only in the basal reader program.

Information about the children's reading levels is essential to the adequate planning and execution of work in any of the content areas. The November I.C.I.R.I. Bulletin contained suggestions as to how teachers can determine the levels of achievement and needs of their pupils. Whether the child is reading material of a historical nature, arithmetic problems, accounts of current events, he must have materials appropriate to his level of achievement.

Science teachers will find it profitable to construct inventories from graded science materials to determine the achievement and needs of individuals in reading in this area. In like fashion materials from any other content area can be used. Thus teachers can determine the needs of their pupils in reading

materials of the type they will meet in a particular subject area.

Having determined the reading levels of the individuals in the class, what must a teacher do to differentiate instruction in any content field? Planning the program to meet individual needs means taking into account each child's background of experience, his interests, etc., as well as his specific needs in reading.

One serious problem in differentiating instruction in content areas has been responsible for the teacher's giving everyone the same history book when she would not think of giving them all the same reader. How can this problem be met?

Graded series of books in science, social studies, etc., can be used much as a series of basal readers might serve to allow for differentiation. Graded materials of a periodical nature are available. Current world and national events, scientific developments, etc., are regular features of the newspapers and magazines published for use at the various school levels. Basal readers at various levels contain sections or stories which relate directly to particular curriculum areas. Numerous paper bound books and pamphlets concerned with physical and social sciences, can be purchased at relatively low cost.

If the teacher is to use his information on reading levels to advantage, he must use it in all reading situations. If he is to use it in all reading situations, then he must have available materials in all content areas on the needed level of readability.

To recognize the need for differentiated materials in a period called the reading lesson and then during a history lesson to hand every one a fifth level book is to work against one self. What is gained in reading ability and attitudes during one period may be lost because of the frustration encountered in the next.

DIRECTING READING ACTIVITIES

Every reading experience which takes place in an instructional situation in the classroom aims ultimately to increase the pupils' independence in reading. In order to be effective in achieving this aim, it should be a carefully directed activity. Whether the selection is of a literary type, a series of directions for performing a science experiment, or a newspaper account of some contemporary event certain basic principles should be observed in guiding the reading.

Before undertaking the reading of any material, the group should be adequately prepared for the specific selection. This preparation should lead directly into a purposeful survey of the selection, done silently rather than orally. During this first silent reading of the material individual and group needs in the areas of comprehension and word recognition should be identified. Those needs which cannot be cared for during the survey reading should be met immediately following the first silent reading. Rereading, either silent or oral, should be motivated by purposes other than those which guided the first reading. Finally, adequate follow-up activities should be provided to allow for purposeful use and application of the new abilities, attitudes and information acquired.

Following are a few suggestions for ways in which these basic principles may be carried out:

Providing adequate preparation--

1. Use of visual aids--maps, pictures, models, etc.,--to stimulate interest to relate previous experience to specific selection, to help anticipate material to be encountered.
2. Use of oral language to share experiences related to specific selection, to provide teacher with an opportunity for appraising concepts, to build rich associations with words,

to insure oral control of vocabulary.
3. Use of excursions, classroom visitors, related stories, etc., to build a rich background of experience.

Guiding the survey reading--

1. Use of a general motive question which arises from the preparatory period.
2. Use of a series of questions to guide the readers from incident to incident or from one bit of information to another.

Meeting comprehension and word recognition needs--

1. Use of discussion, guided by factual and inferential questions, to point up the story, to appraise word recognition abilities, to motivate purposeful rereading.
2. Use of dictionary, glossary, varied contextual settings, group help on common problems to clear up difficulties encountered in survey reading.

Guiding silent or oral rereading--

1. Use of conflicting opinions arising from survey reading as purpose for rereading--to clarify a point.
2. Use of dramatic elements in a selection--to prepare for dramatization, to share exciting incidents.
3. Use of directions--to allow a group to follow the directions.
4. Use of main points--to organize a summary of the ideas presented.

Providing adequate follow-up--

1. Use of other reading materials to get further information, to enjoy a similar or related story, to compare one author's statements with another's.
2. Use of creative activities to apply information obtained or share experiences with others

(Continued on Page 16, Column 2)

CONTRIBUTION OF
LANGUAGE ARTS EXPERIENCES
OF THE ELEMENTARY SCHOOL
TO DEMOCRATIC LIVING

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Democratic Living in the Elementary
Schools

What does democratic living mean? Surely we have many thoughts and ideas about democratic living. Surely we have read, listened, talked and written about the many values of democratic living. Surely we should like to guide our boys and girls in democratic living. Yet reading, listening, speaking and writing not translated into action can and often do tumble the many ideas of democratic living into a meaningless vacuum. Democratic living will be overflowing in meaning for boys and girls who are given opportunities for experiencing it. Then and only then will they realize the full meaning of democratic living.

Democratic living will mean to the boys and girls only that which they have experienced it to mean. If children experience activities in which cooperation is felt, then they will know that cooperation is a part of democratic living. In the same manner through experiences, children will feel that democratic living means a sense of duty, a willingness to participate and share in a common problem. Through these experiences a child will believe in his own worth and in the worth of others. He will have a consideration for others and their opinions. Boys and girls will have developed desirable attitudes of social responsibility, openmindedness, tolerance and understanding when opportunities arise for practicing them.

Early impressions are important. The little boy listening to Indian poetry; the little girl reading about French dolls; the group of children welcoming a visitor; and the children writing letters of thank you will some day be writing editorials for metropolitan newspapers, negotiating treaties with foreign powers,

welcoming visitors in the halls of congress or mothering leaders of the following generation. Their future attitudes and actions which may influence or decide the fate of millions are largely being determined in the classrooms of our democratic country.

Whatever we wish our democratic life to be in the future we must first put into our school of today.

Language Arts and Democratic Living

Language is the foundation of democratic living. Through language we communicate with others. We need language for expressing our desires, needs, wants and ideas. To be understood by others the child must learn to speak clearly, to observe and listen skillfully, and to write effectively. To extend and enrich his ideas, he must learn to read well.

Language is needed in order to get along with people. A child must learn the kinds of expressions which will make for satisfactory and happy relationships between himself and others. It is desirable that he know that certain conventions and forms of courtesy have a proven value and are used universally to make communication more easy and happy.

In the following pages it is hoped that clear helpful ideas and suggestions for language arts experiences in the elementary grades will make the guidance of the growth of children in democratic living a very satisfying experience. In all the suggestions it is important to keep in mind that the child learns best what he, himself, does, and that, the pupils should have a share in proposing, executing and judging their own activities.

Developing a friendly understanding attitude toward people of other races, religions, and nationalities through—
Literature Experiences

Literature enriches children's understanding by putting before them living persons, individuals with names of their own, and yet at the same time typical persons. It makes them see Holland in terms of the Hans Brinkers who dwell there, China in the pages of Pearl Buck.

(Continued on Page 6, Column 1)

CONSTITUTIONS OF LANGUAGE ARTS (continued from Page 5)

The wonder, the fun, the admiration for the better qualities in the jungle folk are shared by children in every land while reading Kipling's "Jungle Book". Wherever children enjoy a tale of animals, of children or grown folks of other lands, they are usually quick to see for themselves how much there is that human beings everywhere have in common. However, it is not enough to know merely that human beings possess these important likenesses. A right attitude toward differences and how they contribute to our culture is of equal importance. Reading the tales of long ago and far away and of the here and now, gives children an understanding of time and place, helps them to know, understand and appreciate their own environment and their expanding world. Imagination coupled with knowledge results in real understanding. The insights and

appreciations gained through reading literature stimulate and develop character.

The great number and variety of books for children make difficult the selection of the few books which may be helpful in a limited suggestive list. A few books which will help build better understanding about people are suggested. Other book lists to which teachers may refer with confidence are listed also.

BOOK LISTS

Arbuthnot, May Hill

"CHILDREN'S BOOKS TOO GOOD TO MISS" - Press of Western Reserve University, 1948.

Beust, Nora E.

"500 BOOKS FOR CHILDREN" - Office of Education, U.S. Dept. of Interior, Washington, D.C.

Rue, Eloise

"SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES" - First Supplement. American Library Association.

Walker, LuVerne and
Zim, Herbert

"A BIBLIOGRAPHY OF BOOKS FOR CHILDREN" - Association for Childhood Education, Washington, D.C.

SUGGESTIVE BOOKS

(Alaskan) - Beim
(Chinese) - Ageton
(Chinese) - Lattimore
(Dutch) - Dodge
(Dutch) - Perkins
(Hawaiian) - Goetz
(India) - Bothwell
(Indian) - Arnett
(Irish) - Campbell
(Jewish) - Weilerstein
(Mexican) - Blanton
(Mexican) Bannon
(Negro) - Bum
(Negro) - De Angeli
(Negro) - Faulkner
(Polish) - DeAngeli
(Russian) - Reyher
(Sweden) - Kristoffersen

"THE LITTLE IGLOO"
"MARY-JO AND LITTLE LIN"
"PEACHBLOSSOM"
"HANS BRINKER"
"THE DUTCH TWINS AND LITTLE BROTHER"
"CHILDREN OF THE SUN IN HAWAII"
"THE EMPTY TOWER"
"TAKAMERE AND TONHON, TWO LITTLE RED CHILDREN"
"TALES MY FATHER TOLD"
"THE ADVENTURES OF K'TONTON"
"PEIRO'S CHOICE"
"MANUELA'S BIRTHDAY IN OLD MEXICO"
"TWO IS A TEAM"
"BRIGHT APRIL"
"MELINDY'S MEDAL"
"UP THE HILL"
"MY MOTHER IS THE MOST BEAUTIFUL"
"THE MERRY MATCHMAKERS"

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CONTRIBUTIONS OF LANGUAGE ARTS (continued from page 6)

(South America)	- Brown	"TWO CHILDREN OF BRAZIL" - "AMAZON ADVENTURES OF TWO CHILDREN"
(South America)	- Bannon	"GREGORIO AND THE WHITE LLAMA"
(All Religions)	Fitch	
(City Life)	- Lothrop	"ONE GOD"
(Country Life)	- Friedman	"DOT FOR SHORT"
	- Brock	"UNCLE BENNIE GOES VISITING"

Developing self-confidence, individual security and a cooperative group spirit through--

Dramatic Experiences

It has been said that dramatization is the most communal of the arts. In it lies the necessity for group work and cooperation. As a group of the children are preparing a presentation, they realize the necessity of each person's share in the success of the performance. It is only among adults that the "star" conception persists, but to a child the property girl, the curtain puller, and the actor are of equal importance. It is desirable to let each child do that which he prefers, thus arousing his interest and allowing him to take the responsibility which he feels most able to assume. Large and small jobs may be listed such as: acting; scenery making and shifting; properties; costumes; announcements; and prompting. It may be suggested that each pupil try a different job and so gain experience in more than one thing. Thus there will be less danger of always choosing the most talented children to play the leading parts. Our purpose in a democracy is not so much to develop a few artists as it is to make it possible for all our children to share in the benefits which we claim for our schools and their curricula.

There are many opportunities through dramatization to develop group spirit and cooperation. Among those who have expressed a preference for acting, then, we must somehow arrive at a satisfactory cast. If the teacher always makes the final choice, she is depriving the group of its right to exercise judgment and taste. The pupil's vote is unquestionably the most democratic procedure, but in some instances may result in unfairness

if popularity rather than the best interpretation is rewarded. This necessitates a discussion of a criteria for the selection of each role. It is not easy to take the part that is left rather than the part preferred, nor to accept graciously the suggestions of the group for improvement. During rehearsals unpredictable things may happen, and we may see scenes cut or extended beyond anything dreamed of. But on the whole, we gain a spirit of give and take, of shared responsibility, group dependence and cooperation which lead to the success of a dramatization.

Another value of dramatization is the establishment of poise and self-confidence. Spontaneous activity of mind, feeling, imagination, voice, action, and even memory come as a result of practice and constructive teaching. Very often the ability to speak before others is not apparent because of difficulty with subject matter, the monopolizing of discussion periods by others in the class, or individual timidity. Teachers who plan activities in dramatization hope that the children get the inner satisfaction that comes from knowing they have done well something that was close and personal to them, not the "show-off" kind of recognition that comes from entertainments which exploit children. It is amazing but most gratifying to see a timid child grow and flourish in security through a successful performance in a play. Self-consciousness and inhibitions give way to mental and physical freedom, and a child's whole personality is transformed. Participation in a play may mark the difference between an interesting personality and a dual, prosaic one.

A few suggestions for dramatic experiences in the elementary school:

VIII
CONTRIBUTIONS OF LANGUAGE ARTS (continued from page 7)

1. Present a playlet as part of a program for outsiders, at an assembly, before another room, or at a parent's party.
2. Make up and act out a simple story such as an additional incident in a story read.
3. Plan a dramatization showing how you would ask a favor.
 - a. Ask the custodian to help you move the furniture for an exhibit.
 - b. Ask mothers to help you plan and make costumes for a play.

A few sources for dramatic material:

- | | | |
|-----------|---|----------------------------|
| 1. Duncan | "DEMOCRACY'S CHILDREN" (Intercultural Plays) Hinds, Hayden, and Eldredge, N. Y. 1945. | |
| 2. | "CATALOG OF PLAYS FOR YOUNG PEOPLE" - Dramatic Publishing Co., 59 E. Ban Buren Street, Chicago 5, Illinois. | |
| 3. Caton | "BEGINNER'S LUCKY SEVEN" |) Row Peterson and Company |
| 4. Bates | "TEN TESTED PLAYS" |) 1911 Ridge Avenue |
| 5. Crust | "ADVENTURES IN DRAMATICS" |) Evanston, Illinois |

Developing the attitude of cooperation, acceptance of responsibility, and acceptance of a group decision through--

Discussion Experiences

Any modern classroom has much place for discussion in the planning of work and in evaluating what has been accomplished. Discussion is one of the most valuable language activities. Through it the children clear their thinking, gain new ideas and learn to assume responsibility for making independent and group judgments. Spontaneous discussion grows out of activities related to health, nature, lunch period, to reading, use of the library and many other social experiences. Here rules must be formulated, letters composed, information exchanged, leaders chosen and innumerable problems discussed. The purpose of discussion is usually that of arriving at some plan of group action, evaluating what has been done, or exchanging ideas and acquiring

new points of view on a current topic.

How much a child participates depends largely upon his general experience, upon the attitude of the group in considering his ideas, and upon the kind of person he is. Whether he participates much or little, however, discussion gives to the child a chance to develop a less prejudiced mind, an opportunity for critical thinking, and the possibility of acquiring new interests, curiosities, and standards. If children participate in discussion, they will be considered an active force in their own growth and not passive conformists to the dominant routine. To win another over to an understanding of one's own point of view is challenging and calls for expression of a high order. Discussion abilities will be invaluable in later life, for the community requires citizens capable of discussing various points of view in an impartial way.

A few situations of group living which children may discuss in daily elementary school life:

1. Discussion of plans for:

- a. Making and keeping the classroom and school building clean, comfortable, and attractive.
- b. Conserving materials such as paints, paper towels, and soap.

CONTRIBUTIONS OF LANGUAGE ARTS (continued from page 8)

2. Discussion of results of an undertaking just completed.
 - a. Program for advertising school spring festival.
 - b. Evaluating plans made for a trip.
3. Discussion of a formal activity such as an assembly program after information and suggestions have been gathered.
4. Policy making for the whole school in a school council.
(Continued on Page 17, Column 1)

READING DISABILITY AS MANIFESTED BY WORD-BY-WORD READING

Oral reading at sight, when used in a testing situation in the Informal Reading Inventory, is a reasonably accurate gage of an individual's ability to reconstruct the experience represented by a series of orthographic symbols. The sight performance, when followed by questions designed to check comprehension during this activity, and when supported by a measure of silent reading ability and ability to recognize words presented in isolation, becomes a good measure of the ability to read. Careful observation of oral reading at sight is one means of discovering a child's needs in reading instruction.

Oral reading of material which is too difficult for the child is characterized by word recognition problems, finger pointing, head movement, hesitations, repetitions, and word-by-word reading. With the exception of the first, these symptoms are occasionally observed in the oral reading of material when measures of comprehension, silent reading ability, and word recognition checks do not support the findings of the oral reading situation. In such cases, these symptoms may be evidence of (1) old habits which have persisted, (2) emotional reactions to oral activity, or (3) difficulties not usually associated with the syndromes of poor readers. When the silent reading rate is satisfactory, when the comprehension of oral reading is at the 95th percentile, and when there are no word recognition problems, word-by-word reading can hardly be judged a symptom of a true reading disability. Such a child can perform satisfactorily in all but oral reading activities, and is handicapped only in that he cannot adequately express the author's meaning to others by reading aloud. How then can we account for this characteristic of some readers? What can be done to help them? It is this phase of the reading problem which we shall discuss here.

Word-by-word reading is usually a symptom, not a cause, of some reading problem which exists, either in the reader or in the difficulty of the material. Among these may be:

1. Word recognition problems.
2. Material above the child's instructional level.
3. Inadequate purposes for oral reading.
4. Inadequate eye-voice span.
5. Inability to grasp thought units.
6. Inadequate breath control.
7. Lack of training in oral reading.
8. Inability to use punctuation.

Word-by-word reading however, may also be observed in cases where these problems are not present. In such cases, the cause may be:

1. Habit
2. Lack of self confidence in oral reading situations.

Both of these causes are often the result of earlier problems in reading. Although these reading difficulties have been corrected, old habits of response tend to persist and the hesitant oral reading pattern continues. Or, the child has not yet developed enough self-confidence in handling material orally to read

Word-by-Word Reading (continued from Page 9)

in the same smooth pattern used for silent reading and normal conversation. Frequently, these children are concentrating upon the material so intently that they fail to recognize their inadequate rhythm. In such cases, the first step in corrective instruction is to make the child aware of his problem. This can best be done through having the child listen to recordings of his normal speech and of his oral reading pattern. Once this has been accomplished, a planned program of correction can be introduced.

It is well to caution the reader, however, that a hesitant reading pattern is a danger signal in oral reading activity and usually indicates that ahead lies some difficulty. The clinician's (or the teacher's) first step in any case is to find the cause of the difficulty (i.e.,—analysis), and plan the corrective program around these findings. In most cases, one or several of the eight causes given earlier in this discussion will be apparent, and the correction of these problems will usually result in a smooth reading pattern without any specific instruction having been aimed at correcting word-by-word reading.

The following list of activities, which can be used to develop an adequate pattern of oral reading, represents a summary of techniques recommended by authorities in the field of reading instruction. Numbers at the head of the columns refer to the sources listed in the bibliography.

	3	4	5	1	2
1. Analysis of oral reading ability	X	X	X	X	X
2. Precede oral reading by silent reading for meaning	X	X	X	X	
3. Focus attention on voice, expression and interpretation	X	X	X	X	X
4. Use timed selections to build up speed	X	X			
5. Use a card marker to eliminate finger pointing	X				
6. Rest chin on hand to eliminate head movement	X				
7. Adjust material to child's instructional level	X			X	
8. There should be no word recognition problems in material used for phrase drills	X			X	
9. Follow phrase exercises by immediate use in the succeeding reading lesson	X				
10. Emphasize the relationship between phrasing and meaning	X		X		
11. Use phrase flash cards	X	X	X		X
12. Use a mask over the story with holes cut to show phrases	X	X			
13. Print phrases on the blackboard	X	X			
14. Print phrases on lantern slides	X				
15. Use phrase exercises with the tachistoscope	X	X	X		
16. Re-type the story material into phrase units	X	X	X		
17. Phrases should have no less than 2 words or more than 6	X				
18. Arrange phrases in sequence to direct eye-movement from left to right	X				
19. Teacher reads aloud and marks off phrases with vertical lines as she reads				X	
20. Child reads material with phrases identified by light vertical lines	X	X	X		
21. Child marks off phrases as teacher reads aloud	X	X			X
22. Group reading in unison	X		X		
23. Choral reading activities	X		X	X	
24. Eye-voice span exercises (covering material and having child recall beyond last word spoken)	X	X	X		X
25. Use of projector for eye-voice span (cover lens)	X				
26. Use material with large, clear print and wide pages	X				
27. Use the Metronoscope	X	X			
28. Use Harvard Film Service films (16 mm projector)	X				

Word-by-Word Reading (continued from Page 10)

	3	4	5	1	2
29. Dramatize stories	X		X		
30. Reading Poetry and Plays	X		X X		
31. Teacher explanation of eye movement in phrase reading and demonstration	X				
32. Correction of faulty enunciation	X		X		
33. Voice exercises for improving pitch and tone	X		X X X		
34. Marking words for emphasis in improving expression	X		X X		
35. Reading sentences with words marked for emphasis by the teacher	X				
36. Practice in selecting words for emphasis without underlining	X				
37. Audience reading from behind a screen.	X		X		
38. Reading into a microphone in a separate room.	X		X		
39. Audience reading from lantern slides in a darkened room	X				
40. Reading into a sound recording device and listening to the play back	X				
41. Ear training to clear enunciation problems	X				
42. Whispered reading exercises	X				
43. Calling attention to the use of the speech articulators	X				
44. Talking into a mirror	X				
45. Instruction in thought units (phrase reading) should not begin until the third reader level			X		
46. Special instruction in word recognition when necessary			X		
47. Use titles of pictures, bulletin boards, posters, signs			X		
48. Teacher points out the advantage of being able to recognize signs, etc., at a glance			X		
49. Encourage child to read signs in out-of-school activities rapidly (road signs, stores, advertisements, etc.)			X		
50. Use magazines and newspaper headlines, titles of books, sub-titles, catalogues, etc.			X		
51. Arrange announcements in phrases on the board.			X		
52. Select special workbook materials for phrasing			X		
53. Use comprehension checks which require phrase answers			X		
54. Encourage child to read more rapidly			X		
55. Have child say the material as in a normal conversation, and then read it with the same phrasing			X		
56. Check on understanding of voice inflection required for the (.), (?), (,) and (!)			X X X		
57. Frequent opportunity for oral reading of easy material	X	X	X X X		
58. Set satisfactory purposes for oral re-reading			X X		
59. Teacher discussion of the relationship between printed and oral language			X		
60. Discussion of what situations would require oral reading ability			X		
61. Emphasis on good posture in oral reading (audience)	X	X	X X		
62. How to handle a book when reading to an audience			X		
63. Build a list of standards for good oral reading			X X		
64. Reading own reports aloud in all content subjects			X		
65. Have the class evaluate the performance of each other in terms of the class standards set (see 63)			X		
66. Teacher should give immediate help in word recognition when needed in an oral reading situation			X		
67. Establish the habit of reading in a conversational tone			X		
68. Encourage the child to "talk" the story (read as he talks)			X		
69. Teacher demonstration of a good oral reading pattern			X		
70. Breath control exercises					X
71. Develop a feeling of self-confidence by giving success in oral reading situations			X X X X X		

Word-by-Word Reading (Continued from Page 11)

An examination of the preceding list of activities reveals that each author has recommended techniques which will lead to more opportunities for oral reading situations in the classroom. Further reading of these authors will disclose that their specific recommendations are in that very direction. In the past thirty years, silent reading has been stressed to the point where oral reading techniques have been neglected.

Oral reading instruction should be of particular value in the disabled reader's program of instruction. This activity reveals to the teacher the child's faulty reading habits and methods of attack, which permits immediate daily adjustment of instruction to fit the problem. This is good pedagogy, diagnostic in approach, which is the epitome of all good teaching. Oral reading activity gets at all of the skills required for silent reading activity, and more, for two obvious reasons:

1. Oral reading should always be preceded by silent reading and preparation for oral activity.
2. Oral reading cannot be performed without the eyes and thought processes going through the same patterns necessary for silent reading--this is added to and followed by the articulation necessary to say the word or phrase just perceived.

In some cases, however, it may be necessary to minimize oral reading for a period of time before it is reintroduced. Certain children seem to have acquired the impression that all reading is to be done orally, primarily so that a teacher or parent may see if the words are pronounced accurately. This attitude toward reading usually leads to poor oral performance. Words are not part of the expression of meaning. They are individual spots on a page to be parroted forth. Hence, the oral reading of these words will be word-by-word lacking in rhythm and interpretation.

The first problem in such a case is the development of the attitude of reading for meaning. Oral reading may have to be stopped almost completely for a period of time. Once the real significance of reading is clear to the child, he should be able to go back to oral reading to share the meaning he now gets from the words.

Comprehension of material read orally is usually lower than that for silent reading, not because the reader doesn't get the meaning as easily, but because the responsibility of expressing this meaning adequately has been added to the task. If he is reluctant to perform in audience type situations, then emotional conflicts add to this burden, thus destroying the efficacy of some of the techniques which the author has used to get his meaning across to the reader. Frequent opportunities for oral reading activity will ordinarily eliminate many of the confusions and improve, not only the instrument of expression, but the ability to comprehend the selection being read. Thus, through practice, the child should arrive at the point where comprehension of material read orally matches that for silent reading, and oral reading becomes silent reading (to get the meaning) plus good performance in expression (of meaning) without any loss of comprehension.

In conclusion, it is recommended that the following points be considered in setting up a program specifically designed to correct word-by-word reading in children.

1. Analyze each child's problem to discover the reason for the hesitant pattern of response.
2. Select from the techniques given, those which seem best adjusted to the causes revealed in the analysis procedure.
3. Develop satisfactory purposes for oral re-reading of materials adjusted to the child's independent or instructional level.
4. Give praise and encouragement to develop self-confidence in oral reading performance.
5. Provide frequent and diversified opportunities for oral reading activities after it has been assured that the child is reading for meaning above all else.

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4. Gates, A.I., The Improvement of Reading, New York: Macmillan Company, 1947, pp. 331-355; 437.
5. McKee, Paul, The Teaching of Reading in the Elementary School, New York: Houghton Mifflin Company, 1948, pp. 405-407; 596-608.

Publishers' Service Bulletins

A frequently neglected source of stimulating ideas and practical information for teachers is the series of service bulletins prepared by the major publishing houses. These materials are available on request. Unfortunately, many teachers are not aware of these possibilities that exist for receiving helpful articles and suggestions for their work.

Below are a few of the topics which have been considered in various bulletins. For each topic, some particular bulletins have been mentioned as examples of the type articles which teachers may be interested in receiving. Numbers in parentheses after the title refer to the publishers' bulletins listed, together with the addresses of the publishers, following the group of titles.

Reading and the content areas:

- "A Check List of Arithmetic Reading and Study Skills," (6).
- "How Basic Reading at the Second Grade Level Prepares Pupils for Other Content Fields," Florence Pederson, (9).
- "Reading in Arithmetic Lessons," Nellie F. Ryan and May Weisman, (7).
- "Social Studies and Reading: Complementary Subjects," Marian A. Young, (5).

Word recognition:

- "Developing Initial Reading Vocabulary," Emmett A. Betts and Carolyn M. Welch, (1).
- "First Grade Recognition Program," Louis Davis, Vivienne Ilg, Martha Springer and Doreen Hanck, (4).
- "Teaching Children to Attack Words Independently," Teresa R. Kelly, (9).

Personality:

- "Building Emotional Maturity," Ruth Strang, (9).
- "Reading and Child Development," Harold E. Moore, (9).
- "Therapeutic Reading," Matilda Bailey, (1).

Study-type reading:

- "In-Service Training in the Techniques of Work-Type Reading," Frances Sink, (9).
- "Study Skills: The Concern of Every Teacher," Nila Banton Smith, (8).

Seatwork:

- "Seatwork for First Grade," Wilma Quinn, (9).

Oral reading:

- "Expressive Oral Reading," Grace Alder, (7).

Vocabulary:

- "Building Vocabulary," Ivan Green, (7).
- "Core Vocabulary in Primary Reading," Frank S. Salisbury, (9).
- "The English Inflection and Form Words," Margaret M. Bryant, (10).

Motivation and Readiness:

- "Directed Reading Readiness Activities," Emmett A. Betts and C.M. Welch, (1).
- "How to Motivate Children's Reading," Bernice E. Leary, (4).
- "Readiness for Beginning Reading," (8).
- "Readiness for Reading in the Middle Grades," Guy L. Bond, (7).
- "Reading Readiness," Mary M. Bartlett, (9).

Literature:

- "The Folk Tale in the Education of Today's Children," Carrie B. Wilson, (9).
- "The People Who Live in Books," Annis Duff, (4).
- "The Peace of Poetry in the Teaching of Reading," Mary Browning, (9).
- "Using Folk Tales With Children," May Hill Arbuthnot, (3).
- "Lit, Pathos, and Humor in Elementary Reading," Mary Alice Mitchell, (9).

General:

- "The Basic Reading Program in the Modern School," David H. Russell, (2).
- (Continued on Page 14, Column 2)

SOME DO'S AND DON'T'S IN GROUPING

Margaret A. Robinson

1. Do begin grouping gradually if you are not experienced in small group teaching.
2. In every grade do try to develop in each pupil:
 - a. ability to work independently
 - b. ability to work with others
 - c. ability to work well
 - d. consideration of others
3. Do routinize mechanics of moving furniture for group work early in the year.
4. If desks are stationary, do have a circle of chairs at the front and near the blackboard. Use a table also, if space permits.
5. Don't stand while the children sit; don't sit while the children stand. Do sit with the group. Success is dependent on a resourceful, comfortable arrangement.
6. Do encourage the pupils to select names for their groups and chairmen at regular intervals.
7. Do make the low group feel they are as important as the high group. Avoid giving them a feeling of inferiority. Do sell the idea of the purpose of easier reading materials, viz. to progress more quickly.
8. Do allow visitors from one group to another occasionally.
9. Do teach each group like a miniature class, changing groups at 10-15 minute intervals depending on the grade. Do arrange that the seat work done by the other groups be profitable and within their ability. As a beginning, do give easy routine tasks in order that they can work independently and that your

attention will not be distracted from the group you are teaching.

10. Don't become discouraged. Do have fun.

Publishers' Service Bulletins
(continued from page 13)

"Developing Reading Skills in the Elementary and Secondary Grades," Sara G. Byers, (7).

"Directed Reading Activities," Emmett A. Betts, (1).

"From a Heading Teacher's Notebook," Jane L. Hoffman, (9).

"Provisions for Individual Differences." Margaret Leckie, (9).

1. A.B.C. Language Arts Bulletins, American Book Company, 88 Lexington Avenue, New York 16, New York.
2. Ginn and Company Contributions in Reading, Ginn and Company, Statler Bldg., Boston 17, Mass.
3. Wide Grade Activities, Scott Foresman Company, 114 E. 23rd Street, New York 10, New York
4. Monographs on Reading and Language Arts, Roy Peterson Co., Evanston, Illinois.
5. The Packet, D.C. Heath Company, 285 Columbus Avenue, Boston 16, Massachusetts.
6. Primary Activities, Scott Foresman Company, 114 E. 23rd Street, New York 10, New York.
7. Reading Bulletins, Lyons and Carnahan, 76 Ninth Avenue, New York City, New York.
8. The Resourceful Teacher, Silver Burdett Company, 45 East 17th Street, New York City, N.Y.
9. Teacher Service Bulletins in Reading, MacMillan Company, 60 Fifth Avenue, New York City, New York.
10. Word Study, G. and C. Merriam, Springfield, Massachusetts.

If you want to take advantage of this service which publishers carry on for teachers, write and ask to be placed on their mailing lists.

WHILE THE TEACHER'S BUSY (continued from page 1)

The first is that the teacher must take the time to have the children understand thoroughly exactly what they are to do if they complete their assignment before the teacher finished working with her small group. It is impossible to give individual work assignments which will require the same amount of time from every child, and children without something to do may become behavior problems.

The other day, while I read with a group for twenty-five minutes, the other children were working at their desks showing, by pictures, what they had enjoyed most during the holidays. Many of these children worked at the task for the full twenty-five minutes. Others--the most advanced--finished early and had even written some sentences to accompany their pictures. Still others--the least mature--had concentration spans of from five to ten minutes.

In such a situation there is trouble unless the teacher has worked from the very first day of school to help the children understand that this is their room and to know which materials they are free to use at any time. If this has been accomplished, the children, when they finish their assignment, automatically start working with pegs, beads, small blocks, puzzles, cut-up numbers or letters, or they go to the library or game table, or perhaps even take out their pet, Whitey Rat.

Planning the first thing in the morning, with all the children in the class, the activities that they can do by themselves during the day, and listing them on the board, also helps the youngsters know what to do next when they have finished working on a specified assignment. Most children like this definiteness, work with greater incentive and take delight in checking off their accomplishments.

The second and probably most important factor in guaranteeing the success of these individual activities, more important even than perfecting reading

skills or developing confidence in using materials, is teaching children how to get along with one another. This indeed is basic and probably most difficult because it requires a great deal of patience and time. Children need to be helped to learn how to move about and visit classmates without disturbing others. They need help in learning to adjust to the personalities of their friends and associates while working together on jobs or projects. Often emphasis on academic progress must be suspended temporarily. Teacher planning must give way to increased pupil participation in planning, doing and evaluating.

When children plan their activities, they build on past experiences. A wise teacher provides a program rich in ideas for further development. A trip to a railroad terminal, a dairy, or zoo offers hundreds of possibilities for individual and group work that can be carried on without the constant presence of the teacher. After my class visited a railroad terminal, one group reproduced Broad Street Station with blocks, another worked with clay to make the trains, while still another painted the many tracks. If woodwork is involved, it is best during a quiet time to restrict it either to sand-papering or painting. The children, after they were completely satisfied with a series of pictures they made depicting the complete story of their visit to a dairy, invited the kindergarten and second grade to come and see them. Individuals told the story as the pictures were flashed on the screen through the opaque projector.

Encouraging the children to plan for a future group project also provides a great deal of work that may be done alone or in small groups. A zoo, with pets brought from home substituting for the wild animals, is most exciting and entails all kinds of activities in reading, writing, speaking, number work, and hand work that may be done without direct guidance.

WHILE THE TEACHER'S BUSY (continued from Page 15)

A fair to be held in May means assembling and making things now that will be sold later. Arranging collections and making signs can be done by some children while others are working with the teacher. Making the decorations, practicing the entertainment and writing the invitations for a party planned for parents at Easter time can also be done by children working alone.

All these projects, in addition to keeping the children constructively engaged, also give them opportunity to do some reading and writing. Another way to have children work at these skills without supervision is by giving them strips of paper on which are printed sentences from a story about a past experience which they have dictated and the teacher has put on the board. The children match the strips to the sentences on the board and place them in proper sequence on a blank piece of paper. Or you might give them a sheet of paper containing new vocabulary words such as bottle, milk, animals, etc., and ask them to find corresponding pictures in magazines, thus making their own dictionaries. The words used in these stories and dictionaries should come from actual experience, from the new knowledge gained on trips to the railroad terminal, dairy, or zoo, from the planning for the fair or party.

One activity which I have found especially helpful in meeting the "extra time" problem and which also gives reading experience is the building of a reading puzzle. To make such a puzzle, children need careful instruction and, at first actual teacher participation. I begin by showing step-by-step how to fold a 9x12 paper into sixteen blocks. Next the children number their blocks, as the teacher demonstrates on the board. Then in each block they draw a picture according to the directions printed on the board, for example, "Block 1, Mac with one red ball, Block 2, Nancy and Bow play", etc. These puzzles can, of course be varied in many ways and be related to trips or any other current interest.

There are many more activities. Having two or three children read stories to each other, encouraging small groups to write letters or make booklets for sick classmates make interesting jobs. Those children who have learned how to move about a classroom properly, how to rely on themselves, can conduct simple science experiments that have been shown them by the teacher. Having the children write the number symbols for the blocks or objects they have been working with during number time is another unsupervised activity.

These are some of the things that can be done in a classroom without teacher supervision and that are of value to the pupil. Obviously they require planning and thought if they are to be part of a constantly integrated and related school program. But the teacher who plans and organizes is more than rewarded when at the end of the day she hears "Oh, is it time to go home?" or "No, I have to go back to my room. I have work I want to do." She no longer feels the needs to be twins or quintuplets when she hears, "Can I bring my mommy in to show her the barn I built?" or, "Look, Mrs. Tomlinson, I read this whole book to Jo." She knows that all her children have been learning all day.

DIRECTING READING ACTIVITIES (continued from page 4)

through plays, pictures, stories of related personal experiences.

3. Use of workbooks and teacher prepared materials for study-type activities to strengthen word recognition abilities, extend concepts.

Many other ways of accomplishing these ends could be listed. In summary, each teacher should use every means possible to see that pupils are adequately prepared for, carefully guided in, and aided in following up the reading of each selection.

Developing social courtesies and a consideration for the rights and feelings of others through--

Oral and Written Expression Experiences

Social conventions are of inestimable value to the child in his school life; and to the teacher in the creation of the atmosphere most conducive to effective teaching. To be gracious, considerate and appreciative of others makes life very happy and interesting. The ability to speak with consideration for the listener, to use proper telephone techniques, to extend and refuse invitations graciously, to make and acknowledge introductions, to ask permission, to apologize, to wait one's turn, to criticize kindly, to question clearly, to extend thanks--these are the clues to happy human relationships.

Oral expression is the first and most widely used of the language arts. By it we communicate with others and are understood and judged by them. A child who can speak well with his playmates usually gains their attention and respect and himself gains in self-confidence and poise. It is important that the child live in an informal, happy, social-living type of classroom where he feels free to express his thoughts and interests. The values of conversation for the child lie in his social development, in training in courtesy, and in the enrichment of

ideas and vocabulary. Conversation is a socializing experience and it does much to bring out the timid and reserved child while it accustoms the unduly aggressive child to control his voice and to allow his companions a turn in the normal give and take of conversation. Every child to take his place in our democratic society should have many speaking experiences to help him.

Some of the experiences the child has in oral expression can be broadened to include written expression. Children need to express themselves in writing because one modern, life need is to express oneself clearly, concisely, and effectively in writing. Throughout life, the writing of letters is the commonest use for written language. Its social effects have a far reaching influence upon personal relationships. Whether a friendly letter or a business letter, it represents and interprets to the reader the personality of the writer. Favorable or unfavorable opinions of persons are formed according to the letters they write. Not only is it important to teach the correct form of the letters, but it is equally important to teach children when to write them and the type of content each should have.

A few suggestions for oral and written experiences in a elementary school:

1. Conversation:

- a. Converse while refreshments are served in the classroom.
- b. Converse while taking a walk during recess or a class trip.
- c. Converse during periods of drawing or constructional work.
- d. Converse while being hosts or guests at a class party.

2. Introductions:

- a. Introduce new child to the teacher and class.
- b. Introduce a parent to the teacher.
- c. Introduce playmates to each other or to others.

3. Telephoning:

- a. Call to see why a classmate was absent from school.
- b. Invite a friend to luncheon at your home.
- c. Answer a telephone call and take a message.

4. Announcements:

- a. Announce a hobby exhibit, a sale, a play, or an assembly program.

- b. Make an announcement about a lost article.
- c. Make an announcement of a meeting that your class is to have.

5. Reporting:

- a. Report individual observations made during a class excursion such as the different kinds of community helpers seen at a neighborhood fire.
- b. Report to the class such independent observations as: How to Make Paste, How to Care for a Puppy.
- c. Report items of information upon a topic gained from reading material not accessible to all such as: Food the Goldfish Like.

Developing fine character and personality traits through—
Basic Reading Experiences

Directed reading instruction contributes more to a child's growth than mere fun and information. Many teachers of basic reading abilities recognize that the improvement of human relations is an important goal of education. The authors of basic reading systems design their content to further the building of socially desirable behavior and at the same time they key the material to the proper reading level of the child, control vocabulary and complexity of concept. The stories and methods of instruction exalt, without preaching, such virtues as friendliness, honesty, loyalty, courage, and dependability. They make clear the meaning of fairness, cooperation and mutual responsibility. As he reads, the child builds worthy behavior patterns and sound ethical values. The story with emotional impact tends to change be-

havior, whether it be a humorous story, a biographical sketch or plot that presents a problem.

From the beginning we must impress upon the child his part in the reading act, not only in calling words, but in bringing thought, imagination and self-application to the printed page. Children should be taught to read in order that they might learn to think. At the same time as the child is learning the ability to recognize new words independently, the ability to skim and outline, he is also getting character building values from the content of the material.

The following analysis shows the many character building values that a child may gain from basic reading material. Any book from a basic reading system might have been chosen. The Crabtree-Canfield Fourth Basic Reader, "Highroads and Byroads" was selected for this analysis. The name of the story, a description of it and the character building traits are listed.

GARAGE-TO-GARAGE TOUR	Cross country tour in jalopy from East to Nebraska farm. - (Good Humor, resourcefulness).
KNOW-IT-ALL	Two girls think they need no help in building a sled. - (Learning to take advice, enjoying a hobby)
THE TERRIBLE TWINS	Two small girls learn to live without teasing. - (Common sense as a basis of getting along with people)
THE GREEN VASE	Boys break a vase belonging to their parents and take consequence. - (Honesty, accepting consequences of actions)
WATER, WATER EVERYWHERE	Quick-witted girl turns plumber in an emergency. - (Self-reliance, appreciation of city services)
PEGGY AND NELS OF THE LOGGING CAMP	Rescue of injured boy in logging country through efforts of his sister. - (Family relationships, courage)

XIX

Contributions of Language Arts (continued from page 18)

- MR. FREER'S FARM HANDS Boys help farm neighbor who is ill.-(Neighborliness, dependence of every person on others)
- THE STRAWBERRY TRUCK Travels of a truck carrying strawberries from Florida to Baltimore. - (Appreciation of different jobs)
- THE OUTDOOR GYM Rural children make their own playground equipment. - (Recreation, group planning and action)
- THE TROUBLE WITH TENANTS Farm boy visits city; learns about apartment houses. - (Poise under trying conditions, assumption of responsibility)

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CALENDAR OF COMING EVENTS

- A.A.S.A. - American Association of School Administrators, Atlantic City, February 25th to March 2nd.
- A.C.E.I. - Association for Childhood Education International, Study Conference, Asheville, North Carolina, April 9th to 14th. "Using What We Know for Children in the School, the Home, The Community."
- A.S.C.D. - Association for Supervision and Curriculum Development, Denver, Colorado, February 12th to 15th. Fourth Annual Convention.
- N.E.A. - National Education Association, 87th Annual Meeting, St. Louis, Missouri, July 3rd to 7th, 1950.